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ABSTRACT

The purpose of this study was to identify factors that might predict student dissent. It attempted to identify the attitudes of junior high school students toward student rights and to determine whether a relationship exists between those attitudes and a student's sex, age, socioeconomic status, autonomy, and his or her father's educational level. Questionnaires were administered to 31 eighth and ninth grade students in a southern rural community. Results showed that those most inclined to expect more rights as students were older, frequently male, measured within the lower socioeconomic strata, and were children of fathers with the least amount of education. According to the paper, the results of this study provide school administrators with a basis for developing student policy and for averting student unrest and potential court litigation. (Author/LD)

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A Survey of Student Attitudes Toward Student Rights: A Study of Factors Influencing Junior High School Students' Attitudes Toward Student Rights And Possible Relationships Between Attitudes And Sex, Age, Socioeconomic Status, Autonomy, And Father's Education

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November 1979

EA 012 488

A Survey of Student Attitudes Toward Student Rights

Changes in attitudes toward the authority of school officials and the accompanying atmosphere of dissent within schools throughout the nation have precipitated numerous studies to identify those factors contributing to student dissent and influencing attitudes of students toward authority. Most of these studies have involved students on college campuses and were conducted during or immediately following periods of student dissent and activism.

Gurin, in a study of college freshmen during 1962-67, one of the most intense periods of campus activism, found activists to be small in number and among the most intellectually involved and responsive of students. He found that the majority of students were "fairly satisfied" and "somewhat bland" concerning their college experience. Students involved in the "identity search" and those socially introverted were those less satisfied. Rejection of institutional roles was found to be a male rather than a female process among activists (Gurin, 1972). Cryns (1973) studied undergraduate students at State University of New York immediately following unrest on the campus while students there and across the nation were involved in both violent and nonviolent demonstrations toward university

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injustices. Cryns found high degrees of activism associated with low authoriatarianism, low Machiavellian tendencies, and high anomie, with sex differences being negligible. Concentrating on political attitudes toward the war in Vietnam, Riffer (1972) found that the father's political attitudes determine attitudes of the sons toward governmental policies. Myer (1973), in analyzing data from a survey of Harvard students found that those students actively involved in anti-war demonstrations were those most likely to approve the siezure of University Hall, which took place. Political beliefs of these students were strongly associated with those of their parents but placed more to the left. Feldman and Scheibe (1972), in an attempt to identify some of the factors leading to individual dissent, found that both situational and personality variables are involved when an individual decides to dissent. While personality factors proved to combine with the offensiveness of the task in encouraging dissent, precipitation was found to be dissent of others with likelihood of dissent increasing with an increasing number of dissenting models. Ashbough and Worcester (1972) conducted a study based on the expectations that higher levels of student dissent would

be found in those schools serving the lower and upper-socioeconomic social strata and that lower levels of disruption would be found among the middle class strata schools. Contrary to expectations, those schools comprised primarily of middle socioeconomic status students were experiencing the highest level of disruption while those classified as low-socioeconomic status were experiencing the least disruption.

As is evident, most of these studies have involved students on college campuses and have been conducted during or immediately following episodes of student dissent and activism. Little study has been made of attitudes of high school age students in public schools as the atmosphere on college campuses has become more quilibrated. The purpose of this study is to identify the attitudes of junior high school students in a particular public school system and to determine whether there is any relationship between those attitudes and sex, age, socioeconomic status, autonomy, and father's educational level. This study is intended to identify some of the factors which might be predictive of student dissent rather than to examine the causes of dissent after the fact.

Method

Subjects

Subjects were 31 eighth and ninth grade students (ranging in age from 13 to 16 years) in an average junior high school in a southern rural community. These students were participating in a summer school session and were selected at the discretion of the local superintendent and school principal. The subject comprised two intact classes which were a part of a remedial program funded under the Emergency School Aid act.

Instrument

The instrument used was a three-part survey questionnaire developed by this researcher to measure socioeconomic status, autonomy, and attitudes of students toward student rights. The Measurement of Socioeconomic Status included 19 indicators to measure socioeconomic status (SES), in addition to questions pertaining to parents' occupation, income, and education. The Measurement of Autonomy consisted of 10 questions devised to measure the degree of autonomy experienced by the students in their day-to-day lives. These included multiple choice answers directed toward obtaining information relative to financial independence and freedom of action and decision-making.

The Measurement of Attitudes Toward Student Rights consisted of 20 questions relative to issues focused on by recent litigations and court decisions pertaining to school policies and regulations nationwide. The answers were multiple choice and graduated from liberal to conservative. To encourage honesty in responses and to assure anonymity, instructions were printed on all three sections of the instrument that students were not to write their names on the forms. These instructions were reemphasized verbally by the teacher administering the survey.

Procedure

The subjects were administered the three-part survey instrument and were provided with whatever time was required for completion by each individual student. Most completed the instrument within one 50-minute class period; however, where necessary, additional time was provided. The subjects were instructed to complete all three sections of the questionnaire and to answer each question throughly and to the best of their knowledge. To encourage honesty in responses and to assure anonymity, the teacher emphasized that no names were to be placed anywhere on the instrument. These instructions

were also printed in all capital letters and underscored on the first page of each of the three sections of the instrument. Since subjects were students participating in a remeidal math and reading program, the teacher administering the survey remained available to assist the students in reading and interpreting the questions as necessary. At the same time, the teacher was able to monitor the students and to encourage that each question be answered and that no blanks be left incomplete.

Data Preparation And Analysis

Prior to administering the survey instrument, possible responses were weighted so as to yield numerical values of socioeconomic status (SES). Each of the 19 indicators were determined equivalent to one point if answered affirmatively. Occupation was weighted as follows:

Large Business Executive or Officer	6
Small Business Owner	5
Professional	4
White Collar Worker	3
Skilled Laborer	2
Unskilled Laborer	1

The following numerical weights were accorded income

categories.

$ 0 - $ 4,999	1
$ 5,000 - $ 9,999	2
$10,000 - $14,999	3
$15,000 - $19,999	4
$20,000 - $24,999	5
$25,000 - $29,999	6
$30,000 -	7

Since all subjects were participating in a remedial, compensatory educational program provided by the federal government primarily for children of low income families, categories for socioeconomic status (SES) were set with the assumption that none of the students would fall within the upper socioeconomic strata. Categories were thus set as follows and subjects placed therein according to scores indicated on the Measurement of Socioeconomic Status.

Lower Lower	0 - 5
Middle Lower	6 - 10
Upper Lower	11 - 15
Lower Middle	16 - 20
Middle Middle	21 - 25

As with socioeconomic status, the measurement of autonomy was weighted prior to administration of the survey to yield responses to be identified as representing low, medium, and high levels of autonomy. The six responses to each question were graduated from high to low with "a," the highest level of autonomy represented, being weighted six points and "f," the lowest level, being weighted one point. It was determined that each subject's total responses to the Measurement of Autonomy would be ranked as follows.

Low Autonomy	1 - 20
Medium Autonomy	21 - 40
High Autonomy	41 - 60

In the same manner, the three possible responses to each question in the Inventory of Attitudes Toward Student Rights were weighted from one to three points with "a," the most conservative answer ranked "1," and "c," the most liberal answer, ranked "3." Categories for total responses of each student were set as outlined below.

Conservative	1 - 20
Moderate	21 - 40
Liberal	41 - 60

With regard to Father's Education, after data was gathered, examination thereof revealed that some grade levels were representative of only on subject each. This being the case, grade levels were categorized into four groups so that each category would contain sufficient numbers to yield more reliable results. Categories were as follows:

Group	Grade Levels
1	3 & 5
2	6 & 7
3	9 & 10
4	11 & 12

Analysis of data was conducted utilizing a One-Way Analysis of Variance with Breakdown/Crossbreak, yielding both F-ratios and t-values.

Results

Results of the analysis of variance are presented in Tables I and II. Means and standard deviations appear in Table III. As demonstrated in Table I, while a significant difference in attitudes of students toward student rights occurred with age differences, there was no significance in differences in attitudes occurring with differences in

sex, socioeconomic status, levels of autonomy, or father's educational level. Analysis of t-values presented in Table II reveals significant differences with regard to age, occurring between 13 and 16 years and 14 and 16 years age groups while no significant difference was indicated between 13 and 14 years age groups.

Although no significant differences were found between attitudes with regard to sex, autonomy, SES, and father's educational level, examination of the Breakdown/Crossbreak revealed that those most inclined to expect more rights as students, in addition to being older, were most frequently male, measured within the lower-lower and lower-middle socioeconomic strata and within the lower range of the high autonomy category and were children of fathers with the least amount of education. As shown in Table III, little difference was evident between levels of autonomy for these subjects, with all measuring within the high-medium and low-high ranges of autonomy. Likewise, all subjects measured within the high-moderate and low-liberal ranges of attitudes toward student rights. Only five subjects measured within the liberal range of attitudes toward student rights.

Discussion

Results of this study support the assumption that certain characteristics of high school age students may be predictive of attitudes toward student rights. Based on the results of this study, school administrators are provided a basis on which to formulate student policy and at the same time avert student unrest and dissent by developing and adopting policies and regulations compatible with the age group of students to be regulated. However, caution should be taken in generalizing the results of this study by assuming that insignificant results with regard to characteristics other than age is conclusive evidence that no relationship exists between attitudes and those other characteristics examined. The major weakness of this study is the lack of a random sample and the extreme homogeniety of the population studied. Results of this study, therefore, can only be generalized to rural, lower-income, lower-academic level, predominantly black populations. The need for further investigation is implicated by the fact that those students in this study most inclined to expect more rights as students were most frequently male, measured within the lower-lower and

lower-middle socioeconomic strata and within the lower range of the high autonomy category and were children of fathers with the least amount of education. Replication of this study with a larger, random sample of a more hetereogeneous population could serve to provide more conclusive, generalizable results as to any actual relationship, or absence thereof, between attitudes toward student rights together with concomitant tendencies toward dissent and sex, socioeconomic status, autonomy, and father's education.

Significance of The Study

The dilemma faced by school administrators today is that of regulating student behavior while avoiding suits for violating the rights of students. The increasing number of legal suits brought against school administrators for violation of students' rights along with decisions rendered by the courts against administrators and in favor students indicate that conciliation between students and school officials will be dependent upon resolution of questions posed in this study. Since attitudes toward student rights would seem predictive of the likelihood of st[illegible]s and parents bringing suits

against school officials, insight into the nature of those attitudes and factors contributing thereto can serve as an invaluable aid in formulation of school policy so as to circumvent student unrest and dissent and potential court litigation.

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TABLE 1

ONEWAY ANALYSIS OF VARIANCE
ATTITUDES BY SEX, AGE, SOCIOECONOMIC STATUS, AUTONOMY
AND FATHER'S EDUCATION

Source	DF	Mean Square	F-Value
Attitude X Sex			
Between Groups	1	20.7527	.860
Within Groups	29	24.1408	
Attitude X Age			
Between Groups	2	125.1625	7.448 **
Within Groups	28	16.8041	
Attitude X SES			
Between Groups	4	3.3614	.124
Within Groups	26	27.2075	
Attitude X Autonomy			
Between Groups	1	30.4515	1.279
Within Groups	29	23.8064	
Attitude X Father's Education			
Between Groups	7	38.4297	1.956
Within Groups	23	19.6449	

**p < .01

TABLE 2

ATTITUDE DIFFERENCES BY SEX, AGE, SOCIOECONOMIC STATUS AUTONOMY, AND FATHER'S EDUCATION

	Pooled Variance Estimate			Separate Variance Estimate		
Comparison	DF	Standard Error	t-Value	DF	Standard Error	t-Value
Sex	29	1.7883	.927	29	1.7025	.974
Age						
13 years - 14 years	28	1.5306	.198	22.3	1.5143	.200
13 years - 16 years	28	3.1136	- 3.656***	1.1	1.5143	- 2.210
14 years - 16 years	28	3.0745	- 3.801***	1.1	5.0742	- 2.303
Socioeconomic Status						
Lower Lower - Middle Lower	26	3.2694	.251	8.3	4.1586	.198
Lower Lower - Upper Lower	26	3.0542	.187	9.2	3.5258	.162
Lower Lower - Lower Middle	26	2.5219	- .062	7.9	3.2608	- .048
Lower Lower - Middle Middle	26	3.2694	.557	6.5	3.1028	.587
Middle Lower - Upper Lower	26	3.4991	- .071	5.2	3.3560	- .074
Middle Lower - Lower Middle	26	3.0455	- .321	4.1	3.0764	- .318
Middle Lower - Middle Middle	26	3.6883	.271	3.3	2.9083	.344
Upper Lower - Lower Middle	26	2.8133	- .259	7.7	2.1451	- .339
Upper Lower - Middle Middle	26	3.4991	.357	4.9	1.8963	.659
Lower Middle - Middle Middle	26	3.0455	.649	13.0	1.3407	1.475
Autonomy						
Medium - High	29	1.7609	- 1.131	29	1.8492	1.077

TABLE 2

ATTITUDE DIFFERENCES BY SEX, AGE, SOCIOECONOMIC STATUS AUTONOMY, AND FATHER'S EDUCATION

	Pooled Variance Estimate			Separate Variance Estimate		
Comparison	DF	Standard Error	t-Value	DF	Standard Error	t-Value
Father's Education						
Grades 3-5 - 6-7	27	3.2236	1.060	3.7	5.2336	0.653
Grades 3-5 - 9-10	27	2.9158	1.364	3.5	5.1629	.770
Grades 3-5 - 11-12	27	2.9545	1.032	3.2	5.0268	.607
Grades 6-7 - 9-10	27	2.5345	.221	11.9	2.2182	.253
Grades 6-7 - 11-12	27	2.5789	- .142	7.5	1.8800	- .195
Grades 9-10 - 11-12	27	2.1820	- .425	15.9	1.6731	- .554

***$p \leq .001$

TABLE 3

MEANS AND STANDARD DEVIATIONS ON ATTITUDE BY SEX, AGE, SOCIOECONOMIC STATUS, AUTONOMY, AND FATHER'S EDUCATION

Variable	No.	Mean	Standard Deviation
Sex			
Male	18	40.89	5.45
Female	13	39.23	4.02
Total	31	40.19	4.90
Age			
13 Years	13	39.62	4.48
14 Years	16	39.31	3.46
16 Years	2	51.00	7.07
Total	31	40.19	4.90
Socioeconomic Status			
Lower Lower	7	40.57	8.04
Middle Lower	4	39.75	5.68
Upper Lower	5	40.00	4.00
Lower Middle	11	40.73	3.93
Middle Middle	4	38.75	1.26
Total	31	40.19	4.90
Autonomy			
Medium	17	39.29	3.58
High	14	41.29	6.11
Total	31	40.19	4.90
Father's Education			
Grades 3-5	4	43.25	9.91
Grades 6-7	6	39.83	4.12
Grades 9-10	11	39.27	4.80
Grades 11-12	10	40.20	4.90
Total	31	40.19	4.90

Appendix

MEASUREMENT OF SOCIOECONOMIC STATUS

INSTRUCTIONS: Answer the following questions to the best of your knowledge.
DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

SEX_____ AGE_____ RESIDENCE ZIP CODE_____

The highest grade of school or year of college completed by my father is:

_____Grade of School

_____Year of College

The highest grade of school or year of college completed by my mother is:

_____Grade of School

_____Year of College

My father's work is best described as that of:

- Small Business Owner _____
- Large Business Executive or Officer _____
- Professional _____
- White Collar Worker _____
- Skilled Laborer _____
- Unskilled Laborer _____

The exact nature of my father's occupation is:

_____

_____

The exact nature of my mother's occupation is:

_____

_____

INDICATE "YES" OR "NO" TO THE FOLLOWING QUESTIONS:

	YES	NO
1. My family owns or is buying an automobile.	_____	_____
2. In addition to the family automobile, at least one other car is available for use and is owned by my family.	_____	_____
3. My home has a piano.	_____	_____
4. My home has a family stereo unit	_____	_____
5. The only stereo in my home is mine.	_____	_____
6. My home has a television set.	_____	_____
7. The television in my home is a color set.	_____	_____
8. In addition to the family TV, there is one or more other TV sets in my home.	_____	_____
9. My home has a telephone.	_____	_____

	YES	NO
10. The telephone in my home has at least one extension.	____	____
11. My family has more than one telephone with separate phone numbers.	____	____
12. My family owns or is buying a house.	____	____
13. My home has three bedrooms or more.*	____	____
14. My home has four or more bedrooms.*	____	____
15. My home has five or more bedrooms.*	____	____
16. My parents belong to a country club.	____	____
17. My father and/or mother participate in civic or charity organizations and clubs and/or participate in volunteer community work.	____	____
18. My family has a collection of at least 100 books.	____	____
19. My family has a collection of 200 books or more.	____	____

Preferred TV watching in my home is usually:

Variety Shows	____
News & Documentaries	____
Comedy Series	____
Movies	____
Serious Drama	____

My father's approximate income is:

_____

My mother's approximate income is:

_____

*If your home has a den, count this as a bedroom.

MEASUREMENT OF AUTONOMY

INSTRUCTIONS: Indicate the answer which most closely fits your individual situation. DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

____1. My summer vacation employment status can best be described as:
(a) Fill-time
(b) Part-time
(c) Odd Jobs
(d) Never employed but hope to work full-time next summer.
(e) Never employed but hope to work part-time next summer.
(f) Never employed and do not plan to work next summer.

____2. My employment status during the school year can best be described as:
(a) Full-time
(b) Part-time
(c) Odd Jobs
(d) Presently unemployed but hope to work full-time this school year.
(e) Presently unemployed but hope to work part-time this school year.
(f) Never employed and do not plan to work this school year.

____3. My parents place the following restrictions on spending money I earn:
(a) No restrictions.
(b) Only that I inform them of all money earned and/or spend.
(c) Parents' approval before spending my money.
(d) Parents hold my earnings for savings--their approval is required before spending.
(e) Parents hold my earnings for savings--they furnish all my expense money.
(f) I earn no money.

____4. My parents place the following restrictions on my allowance.
(a) I must pay all school and personal expenses.
(b) I must pay all my personal expenses--my parents pay my school expenses.
(c) I must pay my personal expenses but my parents furnish extra money if I need it.
(d) No restrictions--they also furnish extra money for expenses.
(e) Require their approval before spending.
(f) I do not receive an allowance.

____5. With regard to transportation, my situation is best described as:
(a) I have my own automobile bought with money I earned.
(b) I have my own automobile bought with money saved from my allowance.
(c) I am permitted to use the family car almost any time I choose without furnishing full details to my parents.
(d) I am permitted to use the family car occasionally, provid I furnish full details.
(e) I am permitted to use the family car almost any time I choose without furnishing full details.
(f) I am not permitted to use a car.

____6. With regard to my choosing friends and associating with those friends, my parents
(a) Permit me complete freedom.
(b) Insist on meeting my friends but never interfere.
(c) Insist on meeting my friends and almost never interfere.
(d) Insist on meeting my friends and occasionally interfere.
(e) Do not insist on meeting my friends but sometimes interfere.
(f) Insist on meeting my friends and frequently interfere.

____7. Many parents require that their children obtain permission before leaving the house and furnish full details as to their whereabouts, whom they will be with, and time of return. My parents
(a) Do not place such restrictions on me.
(b) Require permission only and usually grant permission.
(c) Impose these requirements and usually grant permission.
(d) Impose these requirements and only occasionally deny permission.
(e) Impose these requirements and usually deny permission.
(f) Impose these requirements and always deny permission.

____8. Many parents restrict young people from dating during the week and insist on setting a certain time for return home from a date. My parents
(a) Impose no such restrictions.
(b) Impose no such restrictions but would be disturbed if I returned home at an unreasonable hour.
(c) Restrict only the time of my return home.
(d) Restrict me to weekend dating but do not restrict the time of return.
(e) Restrict me to weekend dating and impose a specific time of return.
(f) Restrict me from dating altogether.

____9. Many parents would object to their children showing affection for a date in front of them and many young people would be uncomfortable doing so. My parents
(a) Would not object and I would feel free.
(b) Would object mildly but I would feel free anyway.
(c) Would object strongly but I would feel free anyway.
(d) Would not object but I would feel uncomfortable.
(e) Would object mildly and I would feel uncomfortable.
(f) Would object strongly and I would feel uncomfortable.

____10. Most parents object to young people smoking and many young people who do smoke do not do so in front of their parents.
(a) I smoke and feel free to smoke in front of my parents.
(b) I smoke but do not smoke in front of my parents.
(c) I do not smoke, but if I did I would feel free to smoke in front of my parents.
(d) I smoke in front of my parents but do not feel at ease.
(e) I do not smoke and if I did I would smoke in front of my parents but would not feel comfortable.
(f) I do not smoke and if I did, I would not smoke in front of my parents.

INVENTORY OF ATTITUDES TOWARDS STUDENT RIGHTS

INSTRUCTIONS: DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE. Indicate the answer which most closely reflects your feelings and attitudes toward the situation in question.

____1. Traditionally, students have had little or no voice in decisions passed down by boards of education affecting schools and students. Today, however, many systems are providing various means for student input into such decisions. For example, one school system as a Student Board of Education which meets just prior to meetings of the "senior" board to present their concerns to their elders. With regard to such an arrangement, I believe
(a) Students are not qualified to advise the "senior" board.
(b) Students should be so represented.
(c) Decisions made should be based solely on student recommednations.

____2. Many schools have had restrictive codes governing dress and grooming. For example, students were not permitted to wear tank tops, dresses were required to be a certain length, shorts and long pants for girls were prohibited as were long hair and beards for boys. Dress codes were enforced in the interest of order and conformity, discipline, safety, and health. I believe that the school
(a) Has the responsibility to regulate dress and grooming.
(b) Should regulate dress and grooming only when safety and health are involved.
(c) Has no right in this area--this is a matter up to the students and their parents.

____3. Many schools have restricted wearing arm bands and patches conveying symbolic messages representative of certain ideas and beliefs. I believe that such restriction
(a) Is the right and responsibility of the school.
(b) Is justified only to prevent disruption within the school.
(c) Is a violation of free speech and expression and is not justified.

____4. Many schools require that students receive approval from the principal before posting information and/or materials on bulletin boards. I believe
(a) The principal has a responsibility to censor information.
(b) The principal should interfere only if the material threatens to promote chaos.
(c) Censorship is a violation of free speech and expression.

____5. A recent trend in some schools is that of evaluation of teachers by students. I believe that
(a) Students are not qualified to evaluate teachers
(b) Student evaluations of teachers should be considered along with other evaluations made by principal and supervisor.
(c) Students are the best qualified to evaluate teachers.

____6. In the past, in most schools, punishment, including suspension of students, has been the prerogative of school officials with the only justification necessary being the judgement of the principal on the recommendation of a teacher or other faculty member. I believe that punishment
(a) Should be so determined.
(b) Should be determined by a hearing before school officials and students.
(c) Should be determined solely by a panel of students.

____7. Until recently, a student's permanent records could be made available to outsiders after the student left school without his or his parents' permission. Review of student records by prospective employers and colleges without permission was not unusual. I believe that
(a) Colleges and employers are entitled to information without permission of students or parents.
(b) Permanent files should be made available without permission only after all damaging information has been removed.
(c) Information contained in permanent files should be made available only with student's or parents' permission.

____8. Most schools have rules prohibiting smoking within the school building. The "clear and present" danger to the school building (fire hazard) and the fact that the Surgeon General has documented the dangers to health have supported no-smoking regulations. I believe
(a) The school has the responsibility of enforcing no-smoking rules to protect students' health and safety.
(b) The school should enforce the no-smoking rules to protect students who do not wish to smoke.
(c) Students should be treated as adults and facilities should be made available for smoking.

____9. Many schools in the past have suspended and even expelled students upon learning that they are married. More liberal schools, although permitting married students to continue in school, have prohibited their participation in extra-curricular activities and from formal graduation ceremonies. I believe
(a) Married students should be removed from school since they constitute a threat of moral contamination to unmarried students.
(b) Married students should be removed only if it is proven that the school would be disrupted otherwise.
(c) Married students deserve the same rights and privileges as unmarried students.

____10. In the past, automatic expulsion of unmarried pregnant students was common in most schools. I believe that unmarried pregnant students
(a) Pose a threat of moral contamination and should be removed.
(b) Should be removed only if their presence constitutes disruption within the school.
(c) Have the same right to an education as other students.

____11. At times it becomes necessary for the school to initiate search of students lockers, especially in instances of suspicion of a student's involvement with marijuana, hard drugs, or stolen property. I believe
(a) Lockers are school property and schould be treated as public rather than private property.
(b) Lockers should be searched only in cases of extreme emergency.
(c) Lockers should not be searched under any circumstances.

____12. A few schools have recently included students in active participation in curriculum planning. In some instances these students have even been paid for their efforts. I believe
(a) Students are not qualified to participate.
(b) Students should have input but experts should make final decisions.
(c) Students should determine curriculum decisions.

____13. Some schools have experimented with student participation on committees screening prospective teachers and principals and thus have the opportunity of having input into hiring deicisons. I believe
(a) Students are not qualified.
(b) Students should be included in an advisory capacity only.
(c) Final decisions should be based solely on student decisions.

____14. Efforts to include students in those decisions directly affecting them have included, in a few schools, inclusion of students on textbook screening committees. I believe
(a) Students are not qualified to serve.
(b) Selection of textbooks should be a cooperative decision between students and experts.
(c) Decisions should be based on student recommendations.

____15. In the past, regulations and policies governing student behavior and dress have been determined solely by school officials. I believe
(a) Students are not qualified to determine regulation and policies.
(b) Students should have input in determining policies and regulations.
(c) Policies and regulations should be determined solely by students.

____16. In most schools faculty advisors preview all materials prepared by students for publication. Thus, information includedin student newspapers and publications is published only after approval. I believe
(a) Preview is necessary to prevent publication of obscenities.
(b) School officials must be aware of information published but should not censor.
(c) No prior review, censorship, or approval should be required.

____17. Traditionally, schools have varied in attitudes and practices when interrogation and/or arrest by law enforcement officials on school property are concerned. I believe
(a) Schools have the responsibility to cooperate in law enforcement.
(b) Interrogation and/or arrest should be permitted only in an emergency.
(c) Schools should never permit interrogation or arrest of a student while on school property.

____18. Many schools have been known to take disciplinary action against students for behavior occuring off of school property after school hours. I believe
(a) Schools should be concerned with all student behavior.
(b) Discipline is justified only when behavior disrupts school routine.
(c) Schools have no authority over such behavior.

____19. Many schools have set a maximum age limit for permitting students to attend school. A 19-year old may be denied admission on grounds that he is too old to attend school with high school age students. I believe
(a) The school should deny admission to protect younger students.
(b) Older students should be denied admission only if it is proven the individual's presence will constitute a disruptive influence.
(c) All, regardless of age, have a right to a free public education.

____20. In general, my attitude towards student rights is best described as:
(a) Conservative - Students are in school to learn and not to run the schools. School officials should determine all policies and regulations.
(b) Moderate - Students should have input into decisions affecting them, but school officials should make final decisions.
(c) Liberal - Students should be treated as adults capable of making most decisions affecting them in school. In most cases they are capable of making the final decisions.